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AUTHOR	Schirmer, Barbara R.
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ABSTRACT

This text provides preservice and inservice teachers with comprehensive information regarding how children who are deaf learn to use language in face-to-face communication, reading, and writing. Individual chapters address the following topics: (1) acquisition of linguistic knowledge in the child who is deaf, language goals for classroom instruction, techniques for using informal approaches and formal tests to assess language, and development of individualized language goals; (2) language as a curricular base on which the full school day is organized, methods of embedding each child's language goals into daily learning experiences, teaching models and strategies, the use of conversation, interdisciplinary curriculum, and issues surrounding bilingual/bicultural education; (3) rationale for using whole language principles, current views of reading and writing development, and reading materials that can enhance literacy development; (4) link between theory and practice concerning literacy development, and literacy teaching activities; (5) strategies for helping children with deafness read and write in the content areas, including reading and study strategies, use of organizers and overviews, and the role of writing across the curriculum; (6) assessment in reading and writing, including portfolio assessment, informal approaches, and standardized tests; and (7) the role of parents. Lists of suggested readings accompany each chapter. (CR)

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